



# Advocating for Essential Professional Development for ESPs

October 24, 2024  
7:00-8:00 p.m. ET



**NEA ESP**  
*LEARNING NETWORK*



# Agenda

- Introduction
- Land acknowledgment
- NEA resources
- Sharing from speakers
  - Nicole Argraves (New Hampshire)
  - Aneeka Ferrell (Washington)
  - Darcy Hassler (Colorado)
  - Allison Dollison (Michigan)
- Question and answer time
- Closing



# Advocating for Essential Professional Development for ESPs

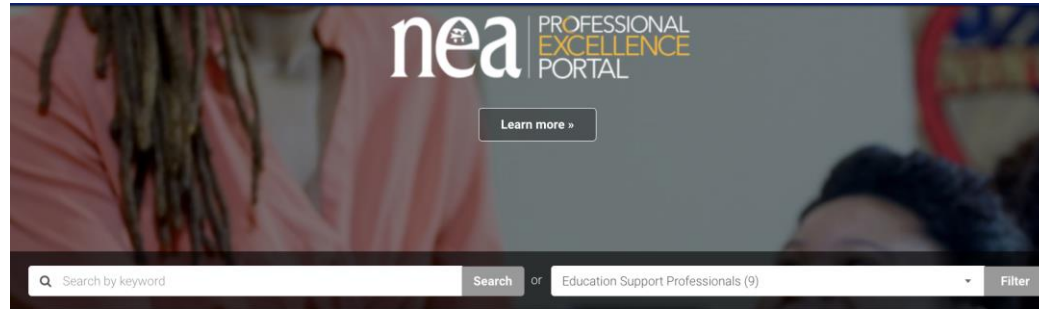
## NEA ESP Bill of Rights

We're advocating for the rights and respect of school support staff all across the country.




[nea.org/nea-esp-bill-rights](https://nea.org/nea-esp-bill-rights)

# Advocating for Essential Professional Development for ESPs




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**Education Support Professionals: Supporting Our Own Through Peer Mentoring LEARNING PATH**

The National Education Association recognizes the vital role Education Support Professionals (ESPs) play in ensuring a great public school for every student. That's why, in ESPs: Supporting Our Own Through Peer Mentoring, we're providing you the tools and knowledge necessary to build your own unique ESP peer mentoring program. ESPs need professional support at all stages of their career. Through peer mentoring, ESPs can receive the specialized, targeted workplace preparation an. [Read more](#)

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**Universal Standards for Education Support Professionals: Communication**

The ESP Professional Growth Continuum, published by NEA, identifies Communication as one of the eight Universal Standards that describe what education support professionals should know and be able to do. If you haven't spent a lot of time exploring the communication standard, that is OK! This course, which contains seven lessons, will help you gain a solid understanding of responsible, effective communication at work. The ESP Professional Growth Continuum outlines skills and knowledge. [Read more](#)

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# Advocating for Essential Professional Development for ESPs



## Universal Standards for Education Support Professionals: Cultural Competence

The ESP Professional Growth Continuum, published by NEA, identifies Cultural Competence as one of the eight Universal Standards that describe what Education Support Professionals should know and be able to do. If you haven't spent a lot of time exploring or focusing on cultural competence at work, that is OK! This course, which contains seven lessons, will help you gain a solid understanding of what cultural competence is, why it matters, and how to make it a valuable part of you...[Read more](#)

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## Universal Standards for Education Support Professionals: Ethics

The ESP Professional Growth Continuum, published by NEA, identifies Ethics as one of the eight Universal Standards that describe what education support professionals should know and be able to do. If you haven't spent a lot of time exploring the ethics standard, that is OK! This course, which contains seven lessons, will help you gain a solid understanding of ethics at work. The ESP Professional Growth Continuum outlines skills and knowledge related to ethics (and all of the eight...[Read more](#)

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## Universal Standards for Education Support Professionals: Health and Safety

The ESP Professional Growth Continuum, published by NEA, identifies Health and Safety as one of the eight Universal Standards that describe what education support professionals should know and be able to do. If you haven't spent a lot of time exploring the Health and Safety standard, that is OK! This course, which contains seven lessons, will help you gain a solid understanding of how to access important health and safety information, as well as what to keep in mind when ma...[Read more](#)

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# Advocating for Essential Professional Development for ESPs

## PRESENTERS:

- Nicole Argraves (New Hampshire), Seacoast UniServ Director
- Aneeka Ferrell (Washington), Recruitment Coordinator, Renton Public Schools
- Darcy Hassler (Colorado), Paraprofessional, Jefferson County Public Schools
- Allison Dollison (Michigan), 8-ABF UniServ Director



# Advocating for Essential Professional Development for ESPs

Bargaining successfully for ESPs:

I. Intensive needs

II. Registered Behavior Technician (RBT) pay

III. Substitute pay

IV. ESP Mentoring



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# Equity Training Series Building Bridges between Certificated and Classified Educators = SUCCESS

Aneeka Ferrell, MBA/PA, BA



## Union Led Success

# EQUITY TRAININGS

**What work are you proud of, and what was the status quo before this work was done?**

- ✓ Proud of the equity training series that I have developed and facilitated for schools throughout my District
- ✓ The trainings had been initially for certificated staff
- ✓ The leadership one of the schools determined it was important and impactful for not certificated to receive the training but also classified staff
- ✓ Leadership determined when it would be beneficial for both certificated and classified staff to be trained together (without impacting in-service days that were different for certificated staff than classified staff)

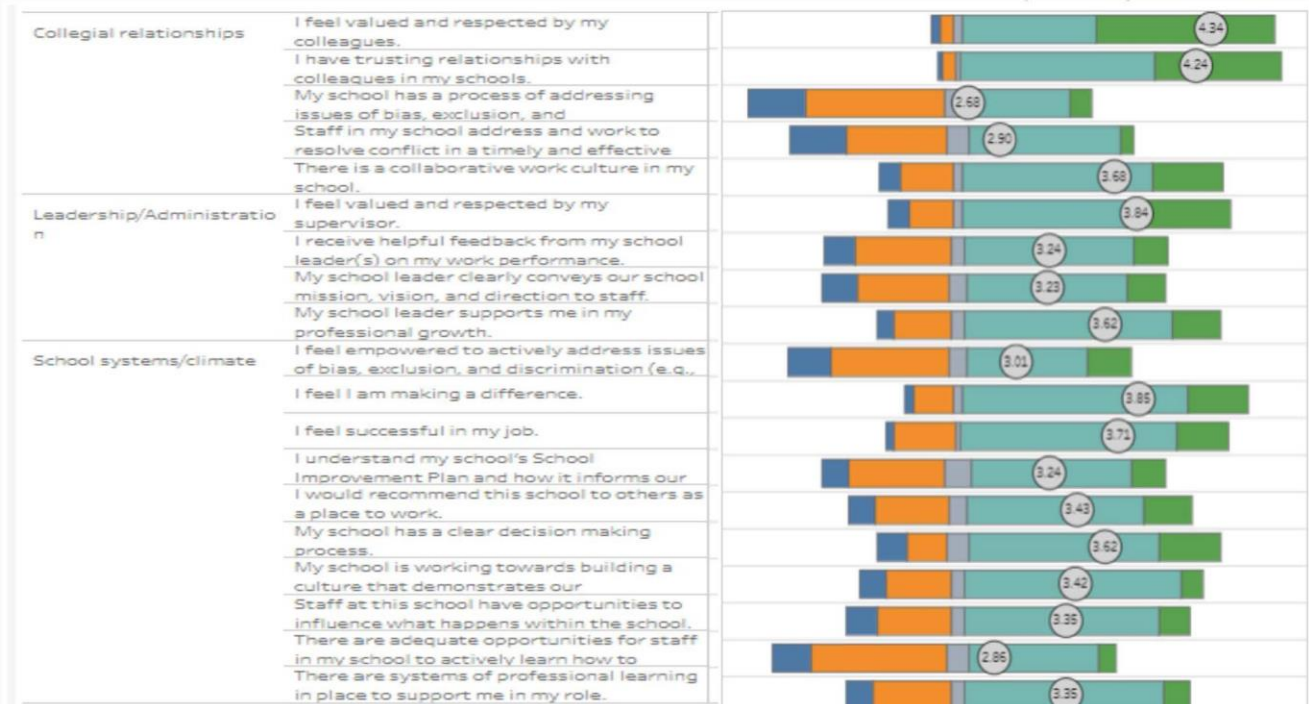
**How has this been a win for the members and the union?**

- ✓ Unified approach to equity
- ✓ Improved school climate
- ✓ Holistic student support
- ✓ Increased collaboration between staff
- ✓ Empowerment of Classified staff
- ✓ Comprehensive cultural competence
- ✓ Reduction of Bias and Microaggressions
- ✓ Improved conflict resolution
- ✓ Leadership development for all staff



# Why we started the work?

**NEEDED  
TO  
IMPROVE  
THE  
SCHOOL  
CLIMATE  
FOR STAFF**





# Union Led Success

# EQUITY TRAININGS

## Which stakeholders did what?

- **Leadership** provided me with data to help guide the direction of the equity training series
- **Leadership** invited initially certificated staff to be a part of the training series and ultimately found that the information being provided was necessary for the ESP staff who not only heard about the professional development certificated staff were receiving but was important for them as well
- **Leadership** worked to find an agreeable date that didn't interfere with classified staff coming into work and receiving the training along with certificated staff
- **I** developed the equity training series and delivered it to all staff prior to school starting so it would set a stage for understanding and expectations for the start of the school year
- **Together** through relationship building, trust, and respect we cultivated a space where classified staff were able to receive professional development with certificated staff

If you could go back in time to the beginning of this process, what advice or guidance would you give to yourself about how to make this work best for ESPs?



!!Highlight the Diverse Roles of Classified Staff

!!"Over" Emphasize the Value of Classified Staff

!!"More specifically" Identify and Address Barriers to Participation

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# ESP Professional Development



## Creation of Professional Development Committee



- Contract language (see example in webinar resources)
  - Meet annually
  - 32 hours of release time
- Created paraprofessional handbook (see webinar resources)
- Explore Para to Teacher apprenticeship program
- Created training topic list
- Voluntary Trainings



## Article 14 – Professional Development

### 14 Professional Development Committee

14-1 The District and the JESPA are committed to providing employees with necessary job training. Therefore, the parties agree to create a Professional Development Committee for Education Support Professionals (“PD Committee”).

14-1-1 Members of the Committee shall be equal parts administration and Education Support Professionals. ESP members shall be appointed by JESPA. The committees shall be staffed with no more than four ESP members and four administrator members.

14-1-2 ESP members of the PD Committee shall be provided with 8 hours of Association Release time four times per year to assess and recommend current professional development opportunities and needs. The cost of this Association Release time shall be shared equally by the JESPA and the District, with the District covering the first half of the cost each year.

14-1-3 In order to increase educator diversity and increase the number of certified educators of color, the PD Committee should explore at least annually ways to build a career pathway for ESPs of color to become teachers, and ways to otherwise support diversity in the ESP workforce.





# Types of Paraprofessional Trainings



- Behavior
  - Restorative Practices
  - Trauma Informed Approaches
  - Verbal De-escalation
  - Positive Behavior Interventions and Supports at Recess
  - Nonviolent Intervention, Crisis Prevention Institute
- Academic
  - Facilitating Small Groups
  - Reading and Math Curriculum, Structured Literacy, Interventions
  - Library management: inventory, weeding, Destiny Discover, Follett
- EZEEdMed

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# ESP PD OPPORTUNITIES

## How to make it happen:

1

Good working relationships with the district, local leaders and general membership open space for conversation and issue organizing.

2

Bargaining the needs and wants of the majority to gain footing in the Contract Bargaining Agreement (CBA).

3

Creating, investing and training on a central Learning Management System (LMS) to house progress and completions.



Nicole Argraves  
*New Hampshire*

Aneeka Ferrell  
*Washington*

Darcy Hassler  
*Colorado*

Allison Dollison  
*Michigan*

